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ABSTRACT

The matching cloze format used in constructing the reading comprehension parts of the Micronesian Achievement Test Series (MATS) is described as a holistic approach which measures skills comparable to those needed by English as a second language students in actual reading situations. Kenneth Goodman's theory about the strategies used by good readers is described as it relates to the construction of matching cloze tests. Matching cloze requires the examinee to re-read and comprehend more of the passage than do multiple-choice cloze tests. Nine studies of the matching cloze procedure, conducted since its introducation in 1975, are summarized. They indicate that matching cloze is a reliable and valid method of testing reading achievement. The MATS reliability is noted to be quite high, from .82 to .96. The matching cloze procedure is also briefly compared with the standard cloze, multiple choice cloze, and traditional multiple choice tests: each method has advantages and disadvantages for different situations and with different samples of students. Tables are presented to summarize the nine published studies; reliability and validity estimates; and characteristics of different test formats. Instructions for test construction, administration, and scoring, as well as sample items, are appended. (GDC)

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MEASURING ESL READING ACHIEVEMENT WITH MATCHING CLOZE[1]

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ABSTRACT

Most of the reading comprehension sections included in the Micronesian Achievement Test Series (MATS) are based on a new and relatively unknown variation of the cloze procedure. This format, called matching cloze, was developed in Micronesia specifically for use with ESL children. This paper presents the theoretical rationale and summarizes the empirical evidence collected to date for the validity of matching cloze as a measure of reading achievement.

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MEASURING ESL READING ACHIEVEMENT

WITH MATCHING CLOZE

The measurement of reading achievement in young English-as-a-second-language pupils who are in their formative years of English language development poses a difficult educational measurement problem. These pupils may not yet have developed adequate English language skills to comprehend the more complex grammar of questions associated with typical standardized reading test passages nor have they acquired a level of language production, as opposed to language recognition, necessary to complete standard cloze tests. Alternatives to these conventional approaches, which focus on specific sub-skills such as word and sentence level recognition, may have concurrent validity (i.e. correlate with other estimates of reading achievement) and be the only way to measure initial reading skills, but do not test reading as an integrative task. For students who are actually reading text materials, these methods lack ontological validity (Nystrand, 1976), that is they do not appear to measure the reading task as it is actually performed.

The matching cloze format used for most of the reading comprehension sections of the Micronesian Achievement Test Series (MATS) is an attempt to devise a wholistic reading measure which requires skills comparable to those needed in actual reading situations. Matching cloze tests are constructed from reading passages by blocking off sets of sentences in which five mutually exclusive words from each blocked-off section are deleted and the deleted words are presented in random order in the right margin. A sixth mutually exclusive word is randomly selected from the paragraph and added to the

list in the right margin. For each deleted item in a blocked-off section of the text, students select one of the six words from the margin and copy it into the blank substituted for the deleted word.

Although this procedure was developed in Micronesia specifically for use with ESL children, matching cloze has already been shown to be a useful technique in other situations where students' language production skills are still developing. In the sections which follow, the theoretical and linguistic rationale for matching cloze as a measure of reading competence is developed and the empirical evidence collected to date on the technique is summarized.

Rationale for Matching Cloze

The rationale for using matching cloze tests to measure the reading comprehension skills of beginning level ESL students in elementary schools is, like the rationale for using conventional cloze tests as a measure of reading comprehension ability, based upon current psycholinguistic theories of the reading process. One of the widely accepted theories which describes the reading strategies used by good readers is that of Kenneth Goodman (1970). Goodman argues that readers use grapho-phonic, syntactic and semantic information as they engage in the reading act, and that the best readers use the least amount of text information possible. As they are engaged in the act of reading readers use a specific segment of text information in two ways. First, they use the various kinds of text information available to make guesses (i.e., predictions and tentative hypotheses) about the upcoming text. Second, they use the same text information to confirm, revise,

or reject these guesses with regard to text they have just read.

Goodman also points out that good readers are constantly engaged in an editing process as they read, asking themselves whether what they are reading makes sense in terms of meaning and in terms of the syntactic rules of the language. Even good readers, at times, find that this editing process tells them that what they are reading is not making sense or that it does not conform to their knowledge of the syntactic rules of the language. At this point, good readers realize they have made a mistake in sampling the text and they then reread (i.e., regress) in order to correct their previous tentative hypotheses. This editing then actually facilitates, or is a part of, the comprehension process.

A matching cloze test requires the test-taker to use this editing process, but recognizes that beginning level ESL students (especially those who have not developed effective reading strategies in their own language) need to use more text information when they are reading than do students who are more proficient in English. This additional information is provided in the form of word choices for students to insert into the blanks in the test they are reading. When they come to a blank in the text, the surrounding grapho-phonic, syntactic and semantic information is used by the readers to determine which of the choices provided makes the most sense and fits best grammatically.

Neville and Pugh (1976-77) provide evidence to support Goodman's theory about text sampling in the reading process and to support the contention that performance on cloze tests is directly related to the reading process. Their research

indicates that poor readers use only the information in front of a blank in determining what word to write in particular blanks on a cloze test, while better readers use information before and after the blanks, thus enabling the better readers to more often determine the correct words to be inserted in the blanks on cloze tests.

In matching cloze, unlike some multiple-choice cloze tests, the directions require students to actually write a word into each of the blanks in the text so that they can later use that as text information in determining what words go in the other blanks, both before and after a particular blank a reader is working on. One of the strongest arguments for contending that matching cloze parallels and measures the actual reading process is that it often forces observable regression. Since the words to be written into a blank can be used only once, a reader sometimes finds that he has already used a word he thinks would be correct for a specific blank. At this point the reader will reread previous portions of the text, establish new hypotheses about the meaning of what he has read and, once satisfied that his revised hypothesis is better than his previous one, he changes his answers. This simple act of rereading, erasing, writing new answers, and again rereading provides considerable evidence that the reader is editing what is being read and that he is drawing upon his reading strategies and linguistic competence in order to try to comprehend the text of the reading test.

For beginning level ESL students, matching cloze tests promote this type of regression and hence force attempted comprehension to a much greater extent than do conventional cloze tests. One specific example illustrates this generalization.

A fourth grade Palauan boy taking a matching cloze test, struggled with a five-item segment of about 30 words for several minutes. During this time he changed his answers several times, each time rereading the segment only to be dissatisfied with the result. After several rearrangements of the choices, the words of exasperation could no longer be contained as he uttered the classical phrase of all frustrated readers, "This doesn't make sense."

Besides the theoretical argument for using matching cloze, the procedure has an additional advantage over other measures of reading achievement. As critics of testing have rightly pointed out, testing techniques often influence how the curriculum is presented, that is, teachers begin to teach to the test by developing and using materials of the type to be used in formal testing programs. When this behavior occurs, students' scores may increase because students become more test-wise rather than because they are better readers. However, based on the rationale developed earlier in this section of the paper, the use of matching cloze as a teaching technique should not only make students more test-wise, but should help students develop some of the effective reading strategies outlined by Goodman (1970).

Empirical Evidence on Matching Cloze

Although matching cloze was first tried only in 1975, nine studies (including the current MATS norms) have been completed since then and have explored some of the features and uses of the technique. The major findings of these studies, summarized in Table 1, indicate that the matching cloze procedure is a reliable, and valid measure of reading

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INSERT TABLE 1 ABOUT HERE

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achievement for ESL students from grades 2 to 8, for adolescent slow-learning children, and for lower primary native English speakers. In addition, because of their greater simplicity and ease of construction, matching cloze tests seem to be preferable to multiple-choice cloze tests. A study which examined deletion types was inconclusive, but the results suggest the use of the standard or "any word" deletion method will provide results comparable to other deletion methods.

Table 2 provides internal consistency reliability esti- using the Kuder Richardson formula 21 for 34 instances where matching cloze has been administered as part of published research studies. The reliability estimates obtained range from .51 to .97 with a median value of .94. The reliabilities for the norming sample for the MATS test itself are very good, ranging between .82 and .96.

INSERT TABLE 2 ABOUT HERE

In Table 3, matching cloze test results are correlated with other measures of reading achievement and with English language class grades to estimate the validity of the matching cloze procedure. Correlations are all statistically significant at $p < .05$ level of significance or better. In several

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INSERT TABLE 3 ABOUT HERE

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studies where students took matching cloze tests as one of several measures of reading achievement, the procedure was found to be one of the most valid measures given.

In summary, there is considerable empirical evidence to indicate that matching cloze tests, such as those used in the MATS, are reliable and valid measures of reading achievement.

Comparison With Other Techniques

Although the materials presented to this point may seem to suggest that matching cloze tests are the only way to measure ESL reading achievement, the standard cloze procedure, multiple-choice cloze, and traditional multiple-choice tests have also been used at various times for this purpose. Thus, while the matching cloze procedure was selected as the most appropriate technique for the MATS, it will not be the most appropriate procedure to measure all ESL reading achievement needs. In Table 4, sixteen properties of standard, multiple-choice, and matching cloze tests and traditional multiple-choice tests are summarized and compared to help test constructors make informed decisions regarding the selection of tests.

INSERT TABLE 4 ABOUT HERE

Table 4 indicates that all four types of reading achievement measures have common strengths such as being convenient to use, easy to score, scorable by an unskilled clerk or machine, and consistent from scorer to scorer. They are also related directly to what students are reading if the teachers carefully select their material, and all four types of tests indicate differences in reading achievement between students.

Matching cloze tests are not appropriate for use with students with well-developed reading skills, have little potential for diagnosis or for measuring inferential reading skills, and guessing influences test results. Further research is needed to determine the highest level at which matching cloze is appropriate and how guessing influences matching cloze results.

On the other hand, standard cloze tests are too difficult to use with beginning readers and require language production skills not yet fully developed in beginning level ESL students. They do not test inferential reading skills nor are the scores intuitively meaningful to teachers and students.

Multiple-choice cloze tests have only limited potential for diagnosis and do not test inferential reading skills. They are influenced by guessing; and item writing, especially the selection of distractors, is difficult and may bias the content being tested.

Traditional multiple-choice tests are too difficult for use with beginning readers, they are influenced by guessing, and items may often be answered without reference to the passage. These tests are difficult to write if a good test if to be constructed and if diagnostic subtests are needed. Finally, multiple-choice reading tests may measure a variety of skills other than those strictly related to reading comprehension.

As this brief summary indicates, test constructors must carefully consider the characteristics of their students before they select the type of reading test they will use.

Workshop Activities

While methods for constructing standard cloze and tradiional multiple-choice tests may be familiar to you, most of you have probably never constructed a matching cloze test. The materials in Appendix A are designed tc provide you with some experience in matching cloze test construction. First there is an outline of how to construct matching cloze tests, and then a completed example is provided. The passage which follows, "The Pandanus Tree," provides an opportunity for you to try out your newly developed skills in writing matching cloze passages.

The final two sections relate to scoring matching cloze tests. The first provides a set of directions for scoring matching cloze tests while the latter provides an opportunity for scoring three matching cloze passages for which typical student responses have been provided.

TABLE 1

A Summary of Matching Cloze Research

Author(s)	Location	Sample	Type	Objectives of Study	Findings
Baldauf & Propst (1978)	Saipan	27 2nd Graders 15 3rd Graders 31 4th Graders 26 5th Graders	ESL Government School	Initial reliability and validity estimates	Satisfactory reliability estimates and factoral validity found.
Nielson & Rigano (1978)	Australia	19 3rd Graders	EFL Government School	Test reliability and content area correlations	High reliability estimates with reading vs. social studies content correlating .59 ($p < .05$).
Propst & Baldauf (1979)	Saipan	259 3rd Graders 155 4th Graders 151 5th Graders	ESL	Describe construction, administration & scoring.	High reliability and validity estimates and good measure of achievement gains.
Baldauf & Morley (1979)	Australia	20 15 year olds	Special Education Pre-Vocational	Validity for slow learning children	Reliable and valid measure of achievement.
Baldauf & Propst (1979)	Saipan	24 4th 5 options 24 4th 6 options 23 5th 5 options 22 5th 6 options	ESL Government School	Compare matching and multiple-choice cloze and 5 and 6 option matching cloze tests	No differences between matching and multiple-choice cloze tests or structure vs. content words.
Baldauf et al (in press)	Australia	20 7th & 8th	Aboriginal Transition College	Reliability and validity of matching cloze with older students. Examine structure vs. content words	Matching cloze can be used with lower secondary ESL pupils. No difference in difficulty between structure and content words.
	Papua New Guinea	62 8th Graders	ESL Anglican Secondary		
Baldauf & Dawson (1979)	Papua New Guinea	154 7th Graders	ESL Anglican Secondary	Cloze deletion types and the relationship to vernacular language	Results inconclusive but standard cloze seems best. Vernacular language not related to English achievement.
Micronesian Achievement Test Series (1979)	Micronesia	1000 + students in grades 3, 4, 5 and 6	ESL Population Sample	MATS Test Norms	High reliability estimates.
Anderson & Mortensen (1979)	Australia	20 3rd Graders 27 3rd Graders	EFL Government School	Test reliability and validity	High reliability and validity estimates found.

TAPLE 2

Summary of Matching Cloze Reliability Estimates

Authors / Sample	No. Items	No. Options	$\bar{X}$	S.D.	Reliability KR_{21}	KR_{20}
Baldauf & Propst (1978)						
27 2nd Graders	25	5	4.3	4.33	.84	-
15 3rd Graders	25	5	18.9	7.45	.95	-
31 4th Graders	25	5	17.3	7.33	.94	-
26 5th Graders	25	5	17.4	8.64	.97	-
Nielson & Rigano (1978)						
19 3rd Social Studies	41	5	24.2	9.28	.91	-
18 3rd Reading	41	5	30.3	10.37	.95	-
Propst & Baldauf (1979)						
259 3rd Pre	50	5	14.7	10.52	.92	-
259 3rd Post	50	5	30.0	14.25	.96	-
155 4th Pre	50	5	26.0	16.01	.97	-
155 4th Post	50	5	34.3	15.13	.97	-
151 5th Pre	50	5	27.2	13.38	.95	-
151 5th Post	50	5	35.1	12.19	.94	-
Baldauf & Morley (1979)						
20 PreVocational	40	5	26.4	7.10	.85	.88
Baldauf & Propst (1979)						
24 4th Graders	50	5	43.5	10.02	.95	.96
24 4th Graders	50	6	37.2	12.02	.95	.97
23 5th Graders	50	5	42.0	12.11	.97	.97
22 5th Graders	50	6	40.8	12.96	.97	.98
Baldauf, et al (in press)						
28 7th & 8th Graders	50	5	38.8	10.89	.94	-
62 8th Graders	50	5	45.6	5.45	.88	-
62 8th Graders	50	6	43.1	6.78	.89	-
Baldauf & Dawson (1979)						
52 7th Standard A	50	6	45.0	4.32	.77	-
49 7th Structural A	50	6	47.8	2.06	.51	-
53 7th Lexical A	50	6	45.6	3.72	.72	-
53 7th Standard B	50	6	46.1	4.08	.80	-
50 7th Structural B	50	6	46.9	2.88	.67	-
51 7th Lexical B	50	6	46.8	4.27	.85	-
Micronesian Achievement Test Series (1979)						
1195 3rd Level I	15	6	5.5	4.20	.82	.87
1070 4th Level I	15	6	8.2	4.60	.84	.90
1170 4th Level II	50	6	19.8	13.50	.95	.96
1040 5th Level II	50	6	27.1	14.70	.96	.97
1145 5th Level III	50	6	24.1	15.30	.96	.97
1080 6th Level III	50	6	27.8	14.60	.96	.97
Anderson & Mortensen (1979)						
20 3rd Reading	50	5	36.4	15.26	.96	-
27 3rd Social Studies	50	5	29.2	11.5	.90	-

TABLE 3

Summary of Matching Cloze Validity Estimates

Authors / Validity Criterion	Grades			
Baldauf and Propst (1978)	2nd	3rd	4th	5th
MEAT Reading	.53**	.59**	.73**	.70**
Gates-MacGinitie Comprehension	.53**	.86**	.82**	.85**
MEAT Vocabulary	.45*	.81**	.75**	.88**
Gates-MacGinitie Vocabulary	.51**	.87**	.82**	.90**
Factoral Eigenvalue	3.17	4.20	4.12	4.42
Factoral Percent Trace	.63	.84	.82	.88
Propst and Baldauf (1979)	3rd	4th	5th	
Gates-MacGinitie Vocabulary	.81**	.83**	.72**	
Gates-MacGinitie Comprehension	.79**	.77**	.71**	
Baldauf and Morley (1979)	High School			
Oral Teacher-made Test	.97**			
Baldauf and Propst (1979)	4th	5th		
Gates-MacGinitie Vocab. 5 Options	.61**	.83**		
Gates-MacGinitie Comp. 5 Options	.68**	.75**		
Gates-MacGinitie Vocab. 6 Options	.68**	.52**		
Gates-MacGinitie Comp. 6 Options	.74**	.80**		
Baldauf, et al (in press)	7th-8th	8th		
St. Lucia (Cloze)	.83**	-		
Bachelor (Cloze)	.82**	-		
Graded Test of Reading Exp.	.66**	-		
Progressive Ach. Test Comp.	.65**	-		
Progressive Ach. Test Vocab.	.69**	-		
Graded Vocabulary Reading Test	.65**	-		
Factoral Eigenvalue	5.05	-		
Factoral Percent Trace	.72			
English Grades 5 Options	-	.72**		
English Grades 6 Options	-	.73**		
Baldauf and Dawson (1979)	7th			
Standard A - English Grades	.49**			
Structure A - English Grades	.25*			
Lexical A - English Grades	.44**			
Standard B - English Grades	.29*			
Structural B - English Grades	.38**			
Lexical B - English Grades	.30**			
Anderson and Mortensen (1979)	3rd			
St. Lucia (Cloze)	.99**			
Social Studies vs Social Studies	.86**			
Social Studies vs English (Cloze)	.82**			
Social Studies vs St. Lucia (Cloze)	.75**			

* $p < .05$

** $p < .01$

TABLE 4

Properties of Standard, Multiple-Choice and Matching Cloze Compared with Traditional Multiple-Choice Reading Tests

Selected Reading Test Properties	M-C Items	Cloze Procedures nth Word	M-C	Matching
Differentiates competence among examinees[1]	++	++	++	++
Convenience of the test in use[2]	++	+	++	++
Consistent scores from scorer to scorer[1]	++	++a	++	++
Scored quickly by unskilled clerk or machine[1]	++	++a	++	++
Domain-referenced content[3,4] (for teacher made tests)	+	++	++	++
Applicable to students with well developed reading skills	++	+	+	-
Applicable to beginning students with limited production skills	-	--	++	++
Has potential for diagnosis[1,2,3]	++	+	-	--
Meaningfulness of scores as grades	++	--	+	++
Avoids language production uncharacteristic of reading	++	--	++	++
Tests inferential reading skills[5]	+	-	-	-
Free from guessing[1]	-	++	-	--
Item writing takes little time[1]	--	++	-	+
Unidimensionality[3,4,6]	--	+	+	+
Passage dependency[3,7]	--	++	++	++
Objectivity in item format, unbiased sample of content[3,4]	--	++	+b	++

a For exact-word replacement scoring, but not for any-contextually-acceptable response.

b Providing there is random selection of item alternatives. Teachers may find this procedure womewhat difficult. Ozette (1977) suggests one practical solution.

[1]Thorndike and Hagen, 1969, p.71.
[2]Ebel, 1961, p.646.
[3]O'Reilly and Schuder, 1977, pp.21-43.
[4]Bormuth, 1970, pp.10-15.
[5]Farr, 1969, p.218.
[6]Oller, 1976.
[7]Connor and Read, 1978.

(From Baldauf and Dawson, 1979)

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APPENDIX A

WORKSHOP ACTIVITIES

How to Construct Matching Cloze Tests

"1) Based on your estimate of the students' level of achievement, choose a reading selection of appropriate difficulty.

2) Select a 300 to 400 word passage from the reading selection. (The exact number of words may be somewhat more or less, in order to end the selection with a complete paragraph.)

3) Divide the passage into ten sections, each about 30 to 40 words in length. Where possible, make these divisions conform to paragraph divisions in the original selection. Short paragraphs may be combined into a single section while long paragraphs may be divided into two or more sections.

4) Delete five words from each of the ten sections which make up the total reading passage, for a total of 50 deleted words for the entire selection. The five deleted words for each section will provide five alternatives from which students will select a word to go into each of the five blanks left. Each deleted word may logically fit in one, and only one, of the five blanks created in each section. The procedure used to determine the words for deletion in each of the ten sections is as follows.

   a) Mark any one word, from the fifth to the tenth word of the section, for deletion. If a section is longer than 35 words, the first deleted item may be any one word from the fifth to the fifteenth word of the section.

   b) For each of the four subsequent deletions, mark the fifth word following the previously deleted word for tentative deletion. Test this word to determine whether it is an acceptable answer for any of the previous blanks or whether any of the previously deleted words is an acceptable answer for the newly selected blank. The word or blank just selected is not used if it allows for more than one correct answer up to that point. Each word immediately following is then tested in the same manner until a word is located that allows only one correct answer for each blank. This word is used as the deleted item. In most cases there will be no more than seven words between each of the five blanks within a section of the test.

5) After selecting five words for deletion from each of the ten reading sections, type the selection for reproduction, leaving a blank of uniform length for each word deleted. In a wide righthand margin, type each group of deleted

words in list form beside its section of the test. Each set of five words may be listed alphabetically to ensure a random ordering of the alternatives. When typing the deleted words, capitalize only the proper nouns. The text and the choices for each section of the test are separated from the preceding and following sections by a heavy black line running the width of the page. The entire text should begin with an appropriate title for the reading passage.

6) An alternative to using a single reading selection for the entire 50-item test is for the test to be comprised of two or more different passages. If this alternative is used, the end of a reading passage must, of course, coincide with the end of one of the ten sections of the test. Each passage should begin with an appropriate title." (Propst and Baldauf, 1979, pp.685-6)

7) To increase the difficulty of the procedure, randomly select a sixth word from the section and add it to the list of alternatives. This will make the items in each section independent of one another. One way to select the sixth alternative is to count the number of words in the selection and divide that number by two. Use the resultant number and count that many words into the section to identify the sixth alternative. If the word indicated is an acceptable answer for one of the five blanks in the section, use the first following word that will not provide an acceptable answer for any of the blanks in that section of the passage.

Sample Sections of a Matching Cloze Test

A girl named Jane lived in a _____ in the village. She _____ there with her mother, _____, and two brothers. One _____ they went to the _____ to fish.

day
father
house
lived
sea
with

They had a little _____ boat. Jane had not _____ before. They fished all _____. No one caught a fish. _____ Jane caught one. Everyone _____ home happy.

all
fished
morning
red
then
went

(Adapted from Propst and Baldauf, 1979, p.686.)

Passage for Use in Constructing Matching Cloze

The Pandanus Tree

All over the Pacific we can find the pandanus tree. It is not a tall tree; it is not a thick tree but it was once a very important tree. Its leaves were used for mats and its fruit was used for food.

but
can
it
once
thick
tree

In those days Pacific Islanders did not have refrigerators and the hard pandanus candy was the only food which did not go bad and would keep for long periods in their hot climate.

The pandanus tree was useful in other ways. Its leaves were used for matting. Mats were used for clothing as well as for floors and other uses.

Fine mats made with great care have always been the pride of Polynesian peoples especially in Tonga and in Samoa. Even today, mats are still made from the leaves of the pandanus.

(Adapted from Pittman and Purdy, 1978, pp.72-73)

Directions for Administration

"1) As a part of the test, prepare a cover page which will provide the students practice in taking the test. This cover page should contain a matching cloze test which has two sections, consisting of ten items. The selection should be based on a passage at a much lower reading level than the test itself.

2) Before distributing the tests to the students, write the first five-item example section on the blackboard.

3) After distributing the tests, the example section on the blackboard is used to explain the directions to the students as follows.

   a) "Use the five words at the right of each section to fill in the blanks in the section. You will use each word only one time."

   b) "Read the five words at the right of the section." (Let the class do this orally.)

   c) "Read the complete section, saying blank when you come to a blank." (Do this orally with the class.)

   d) "Go back to the beginning of the section. Read until you come to a blank. Finish reading the sentence with the blank. Then pick the best word for the blank and write it in the blank." (Do this orally with the class. Let them write the word on their own test papers after you write the correct word in the blank on the blackboard.)

   e) "Now, keep on reading and filling in the blanks until you finish the section." (Complete the section orally with the students, letting the students write each word on their own test papers after you write the correct word on the blackboard.)

   f) "After you write the words in all five blanks, go back and read the whole section to make sure you used the correct words." (Let the students do this orally.)

4) Now complete the second five-item example section. (You do not need to write this on the blackboard.) Follow the same procedure as above, letting the students write the words on their test papers. Check to see that they are doing it correctly.

5) After completing the two sections of the example, let the students begin. Tell them to keep working until they complete the test. They should not stop at the end of a section nor at the end of a page. Remind students to use each word at the right of the page only one time. Allow students 30 minutes to complete the test." (Propst and Baldauf, 1979, pp.686-7)

Directions for Scoring

"Scoring is simplified with the matching cloze procedure since there is only one correct choice for each blank. Students are not penalized for incorrectly copied words, provided the scorer is able to decide from a student's answers that the correct word has been chosen. An item is not counted wrong if an inflection is not copied, unless an inflected word contrasts with its base form in the same section." (Propst and Baldauf, 1979, p.687)

Handwriting clarity, neatness and spelling (except as above) should not be used to decide if an item is correct. However, the use of any alternative other than the correct one from those supplied should be marked wrong. If such an error in completing the matching cloze test occurs frequently, it indicates that students may not have understood the directions for taking the test. In such situations, the test results may not provide an accurate measure of reading achievement.

Passages for Scoring

CROSSING THE PACIFIC BY AIR

The Pacific Ocean is the largest ocean on the world. In fact, it occupies almost one-quarter of a whole surface of the erth. It took early explorers a long time to sail across it.

a
earth
in
it
the
whole

xoxoo

Magellan was the first European to sailed into the Pacific, nearly for hundred and fifty years ago. His ship took almost and year to cross the Pacific Ocean.

a
ago
and
four
sail
was

oooox

(Pittman, 1974, p.54)

LOOK IN THE BOXES

Mother looked in the box again. "Yes, I'm right," She said. "Look at this, Rose, Looked, Gus." Rose and Gus WEhT to the boxes and look in.

boxes
look
looked
she
this
went

ooxox

Score = /15

(The answer key for each segment is in the lower right corner.
x = wrong, o = right)